DOCUMENT RESUME

ED 376 278 CE 067 502

TITLE	How To Survive Your First Year. A Handbook for New Teachers in Health Science Technology Education.
INSTITUTION	Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS AGENCY	Texas Education Agency, Austin.
PUB DATE	94
NOTE	88p.; For related documents, see CE 067 501-503.
AVAILABLE FROM	Extension Instruction and Materials Center, University of Texas, P.O. Box 7218, Austin, TX 78713-7218 (stock no. HO 102 I).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Allied Health Occupations Education; Articulation (Education); *Beginning Teachers; Behavioral Objectives; Check Lists; *Classroom Techniques; Clinical Experience; Competency Based Education; *Cooperative Education; Grading; High Schools; *Recordkeeping; Records (Forms); Statewide Planning; Student Organizations; Student Recruitment; *Technology Education
IDENTIFIERS	Health Occupations Students of America; *Texas

ABSTRACT

This guide is designed to assist teachers who are beginning their first year of teaching Texas' Health Science Technology Education program. Discussed in the guide's seven sections are the following: the state's educational system, the teacher-student relationship, and teachers' internal struggles; planning/scheduling; classroom management (student information sheets; first-day icebreakers; classroom rules; general information regarding notebooks, bulletin boards, current events, and checking out books; driving release forms; gradebooks and sample grading plans; bulletin board plans and grade sheets; answer sheets; and seating charts); clinical rotation (guidelines, skill competencies, student agreements, clinical reports, and current event assignment sheets and abstracts); cooperative education (grading policy, employer evaluations, wage and hour reports, weekly reports, employer permission slips, sample grading plans, journal entries, training plans, and student visitation records); Health Occupations Students of America (general information, sign-in sheets, sample installations, car wash sponsor sheets, and competitive events); and recruiting (interviews, blood pressure screening forms, posters, and brochures). Each section includes numerous sample records/forms. (MN)

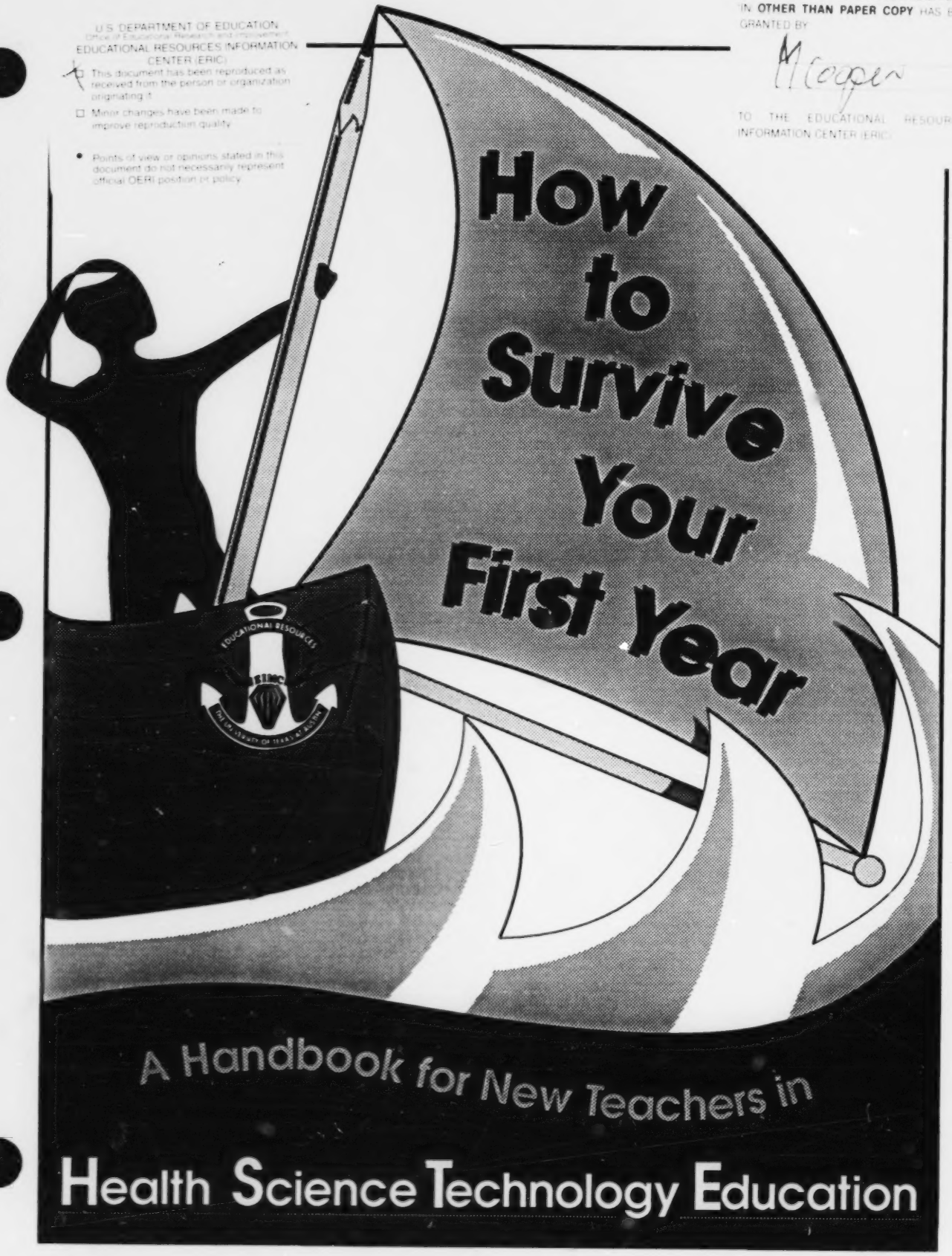
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
M Cooper
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

ED 376 278

How to Survive Your First Year



A Handbook for New Teachers in

Health Science Technology Education

CE 067 502

BEST COPY AVAILABLE

How to Survive Your First Year

Published by

The University of Texas at Austin
Educational Resources
Extension Instruction and Materials Center
Division of Continuing Education

1994

© 1994 by The University of Texas at Austin
Extension Instruction and Materials Center
All rights reserved. Published 1994
Printed in the United States of America

Brand names, company names, trademarks, or other identifying symbols appearing in the illustrations and/or text are used to clarify and identify and do not constitute a recommendation or endorsement by the author or the publisher.

Editor / Teri Sperry
Artist / Debra Dionisio
Publishing Technician / Kathryn N. Roberts
Publications Coordinator / Jonathan Griffith
Director, Educational Resources / Mitch Cooper

Additional copies may be ordered from:

THE UNIVERSITY OF TEXAS AT AUSTIN
Educational Resources
Extension Instruction and Materials Center
P.O. Box 7218
Austin, TX 78713-7218
512-471-7716 or 1-800-252-3461
FAX 512-471-7853

Stock Number HO 102 I

Table of Contents

Introduction 1

I. What Beginning Teachers Need to Know 3

II. Planning Ahead 7
- A. Calendar 9
- B. What to Do (Or Try to Do) Each Month 10

III. Classroom Management 23
- A. Student Information Sheet 25
- B. First-day Icebreakers 26
- C. Classroom Rules 29
- D. General Information 35
  1. Notebooks
  2. Bulletin Boards
  3. Current Events
  4. Checking Out Books
- E. Driving Release Forms 36
- F. Computer Gradebook Example 38
- G. Sample Grading Plans 39
- H. Current Event Sheet 40
- I. Bulletin Board Plan 41
- J. Sample Bulletin Board Grade Sheets 42
- K. Answer Sheet 43
- L. Seating Charts 45

IV. Clinical Rotation 47
- A. Guidelines 49
- B. Skill Competencies 50
- C. Student Agreement 51
- D. Permission Slip 53
- E. Clinical Report 54
- F. Clinical Investigation Report 55
- G. Current Event Assignment Sheet 56
- H. Current Event Abstract 57
- I. Sample Grading Plans 58

V. Co-op 59
- A. Grading Policy 61
- B. Employer Evaluations 62
- C. Wage and Hour Report 64
- D. Weekly Report 65
- E. Employer Permission Slip 66
- F. Sample Grading Plans 67
- G. Journal Entries 68
- H. Training Plan 71
- I. Student Visitation Record 72

VI. HOSA 73
A. General Information 75
B. Sign-in Sheet 76
C. Sample Installation 77
D. Car Wash Sponsor Sheet 78
E. Competitive Events 79

VII. Recruiting 81
A. Interview Form 83
B. Blood Pressure Screening Form 84
C. Posters 85
D. Brochure 87

Introduction

Welcome to the world of Health Science Technology Education! We're glad you've joined our ranks. The first year of teaching HSTE can be a very difficult one, but we've all survived it, and we know you can too. Always remember, help and advice are just a visit, fax, or phone call away. Don't hesitate to ask for help.

The intent of this document is to address those vital points that you would encounter as a new teacher. Information included in this document is of a suggestive nature. There may be information, methods, procedures, and sample forms presented that do not conform to the way your district prefers to have a task accomplished. We tried to be as general as possible.

Special thanks to those who have helped us to develop our own style of teaching HSTE. As you have helped us, we hope we can help others. We owe special gratitude to the following individuals:

Barbara Terrell, director for Health Science Technology Education, Texas Education Agency
Pasadena Independent School District vocational coordinators
Martha Brockman, Health Science Technology Education coordinator, South Houston High School
Kelly Powers, Health Science Technology Education coordinator, Pasadena High School
Sheila Rowe, Office Education coordinator, J. Frank Dobie High School
Dana Tarter, Office Education coordinator, Sam Rayburn High School
Pat Teaster, Home Economics Cooperative Education coordinator, J. Frank Dobie High School

As the compilers of these materials, we welcome your questions and comments. Good luck, and get ready for an exciting year!

Carole Helmle
Sam Rayburn High School
2121 Cherrybrook
Pasadena, TX 77502
School: (713) 477-3601
Home: (713) 946-5540

Anne Regier
J. Frank Dobie High School
11111 Beamer
Houston, TX 77089
School: (713) 481-3000
Home: (713) 997-6243

I

What Beginning Teachers Need to Know

The following outline is based on the article "What New Teachers Need to Succeed," by Betty Heath Camp and William G. Camp, in *Vocational Education Journal*, May 1990, pp. 22–24.

I. Educational System

A. State Level

Barbara Terrell: Director for Health Science Technology Education
Texas Education Agency
W. B. Travis Bldg.
1701 N. Congress Ave.
Austin, Texas 78701
(512) 463-9442

Health Science Technology Education Curriculum Specialist
The University of Texas at Austin
P.O. Box 7218
Austin, Texas 78713
(512) 471-7716

B. Hierarchy

Reports generally go to the local vocational director, your school principal, and your superintendent. Some reports go to TEA. This will vary among districts.

C. Individual Program Management

1. Curriculum Scope and Sequence
2. Scheduling
3. Recruitment
4. Student Organization (HOSA)

D. Contacts

It is *most important* to make friends with the secretaries and support personnel, counselors, custodians, and other teachers, especially all vocational teachers.

E. Supplies and Equipment

First, find out how much money you have to work with, and then find out how to order supplies (you will probably need to fill out a requisition form). Decide what to order after you have made an inventory of what you have. Other vocational teachers on your campus can assist you in filling out the requisition forms. You will become adept at scrounging. Also, do not be afraid to borrow.

F. Reports and Records

1. Attendance
2. Grade Book (Guard this with your life!)
3. Training Plans
4. Weekly Lesson Plans
5. Travel Reports
6. Completer-Leaver Form

G. Extra Duties

These include things like cafeteria lunch duty, hall duty in the mornings, etc. These vary with each district and school.

H. Classroom Observation and Evaluation

This is required; methods may vary by individual school district and local campus.

II. Students

A. Discipline

Develop your own style, but remember—BE CONSISTENT!

B. Rapport

It's important to establish a positive rapport with the students. Your own personality will dictate your closeness with your students. Be careful about putting your hands on the students. Some will not like it!

C. Parents of Students

There are times when parental help and support are necessary. Cultivate it so that it will be there. Maintain open lines of communication with your students' parents.

D. Recognition

Identify a "Student of the Month," write notes on graded papers, or put stickers on "A" papers, etc.

E. Publicity

Rely on word-of-mouth, visibility, announcements, school newspaper, neighborhood newspaper, etc. Let everyone know what your classes are accomplishing.

III. Teacher's Internal Struggle

A. Time Management

Organization, planning lessons, and grading papers are often areas of great concern. It takes time to make your program exactly the way you want it. Don't try to do it all the first year. Decide what you need to cover the first year, and do just that. You can add, embellish, and change the following year.

B. Advice

Do solicit and accept advice from other vocational teachers on students and jobs. They can be a great source of help.

C. Educational Tours

If your school allows it, do take your students on field trips. There are many places you can go. It helps break the monotony in the classroom and helps keep you updated on what's going on in the "real" world.

D. Parents

Encourage parents to help transport students and supervise according to district guidelines. Parents may also assist by suggesting activities and providing refreshments.

E. THOA (Texas Health Occupations Association)

Join THOA. This is your professional organization and can be a great source of personal development, information, friendship, and encouragement.

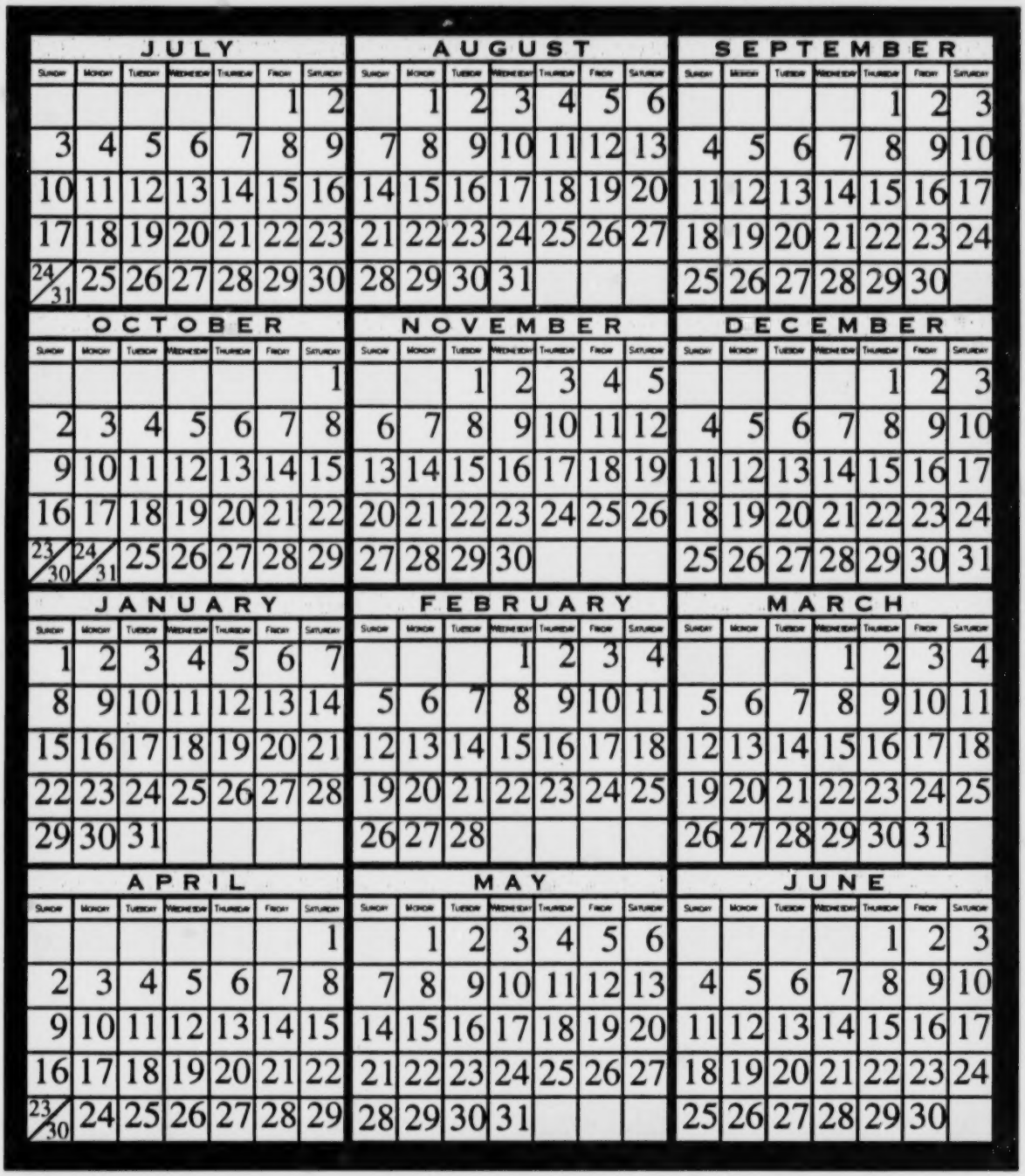
II

Planning Ahead

What to Do (Or Try to Do) Each Month

Use the following pages as a guide for planning ahead. You may need to adjust your schedule of events to fit your own school's calendar. Space has been provided for notes and reminders to yourself. Be flexible and creative!

1994–1995



JULY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

AUGUST

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

NOVEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

MAY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

1. As soon as you start to work, meet with other coordinators and gather input from them. Buy yourself a day planner or some type of organizer with a full-year calendar.

2. Determine what type of program you will be teaching: clinical rotation, co-op, health care science lab, etc.

3. Check with counselors regarding students enrolled in the different programs. You should request a list providing you with this information from the counselors.

4. Have a meeting with your co-op students and determine what type of jobs are needed.

5. Begin looking for jobs for students who need placement.

6. Start thinking about what you are going to teach and when. Give special thought to the first week (orientation to rules, expectations, how you will grade, etc.).

7. Begin to organize your files the way you want them. Don't expect to get this done quickly; it takes a while.

8. Decide on a fund-raiser, and get it on the school calendar.

9. If you plan to take your students on field trips, this is the best time to start scheduling. Also, think about sponsoring a blood drive, and get it on your calendar.

Notes:

AUGUST

1. Are you beginning to feel frustrated? Well, hang in there; you're normal! You're going to do fine. It's all in the planning!

2. Professional Improvement Conferences are held in August. You will be greatly enlightened. Other veteran teachers will help you out and tell you what works for them. This conference is your lifesaver. **Don't miss this!**

3. Conferences are over, and you are on your way—probably more confused than ever. But don't worry; you will have this plan.

4. Begin writing down in your day planner what will happen or needs to happen each month.

5. Work on what you will teach the first week. Some suggestions are:

   1st day—Get acquainted with the students. Use an icebreaker or two. (See pages 26–28.)
   2nd day—Pass out your rules, create a seating arrangement, and issue textbooks. (See pages 29–33.)
   3rd day—Begin teaching about HOSA. (Use National HOSA Handbook, Section A.)
   4th day—You're on your way!

   Have everything ready for that first week. Since you start school before other teachers, use this time wisely to photocopy papers you will need for that week.

6. You will be required to attend in-service training like the other teachers, so have everything ready before in-service starts. In-service will help you to learn the policies of the school and meet other teachers.

Notes:

SEPTEMBER

1. You have explained HOSA to your students. Now begin to elect officers and get your HOSA chapter underway. Allow these students to help you.

   A. Begin by collecting HOSA dues.
   B. Decide whether you want to order a T-shirt or other special identification apparel.
   C. Tell students about fund-raisers and what you will do with the money. (Your club will need this money to survive.)

2. You might want to have an officers' installation, combined with an open house. (See page 77.)

3. Have a get-together party at school or home to celebrate collecting all of the HOSA dues. Be sure to send it off to the state. National HOSA will send you an affiliation form and packet. Contact:

   National Health Occupations Students of America (HOSA)
   Dr. Jim Koeninger, Executive Director
   6309 N. O'Connor LB#117
   Irving, TX 75039-3510
   214-503-9780
   800-321-4672
   Fax: 214-506-9919

4. Remember, if you have a rotation class, you might want to review vital signs and hospital policy. For the co-op student, start visiting training stations and set up a training plan.

5. If required, send the bylaws of your HOSA chapter to the appropriate principal. (These are in the HOSA-TA Handbook.)

6. The end of the month is approaching, and your travel will be due. This is easy because you have kept track of it on your day planner. Now just review the month and submit your travel to your vocational director.

* **One important thing:** Use a log (see page 72) to keep track of the entire year with travel, telephone calls, etc. Keep this log close at hand, and each month mark it for each student. This will save you time at the end of the year, when your brain is rattled.

Notes:

OCTOBER

1. Continue planning your lessons. Try to correlate your lessons with on-the-job training for your co-op classes and integrate what the rotation classes are observing in the hospitals.

2. This is a great time to have a fund-raiser, if you have scheduled one.

3. Begin planning for fall leadership conferences in your particular area. Get involved; this will help with both area and state conferences. It will give you an opportunity to talk to other coordinators.

4. Invite special guests to speak to your classes. Do this throughout the year. It gives you a chance to pause and catch your breath.

5. Be sure to visit training stations.

6. Participate in schoolwide activities (e.g., athletic games, clubs). The more you are involved, the better.

7. Travel expenses are due.

Notes:

NOVEMBER

1. Plan another educational tour.
2. Let HOSA have a scavenger hunt for a food drive for Thanksgiving.
3. Continue coordinating, monitoring clinical rotation, visiting training stations, and planning lessons.
4. Prepare your students for area competitions.
5. Have a car wash to help raise money for area HOSA competitions.
6. Using guidelines, advise student candidates interested in running for area and state office.
7. Travel expenses are due.
8. Encourage officers to plan a holiday party.
9. Take a breather—Thanksgiving holidays are here!

Notes:

DECEMBER

1. Have a holiday party. Exchange gifts, do something for needy children, etc.
2. Make sure that co-op students understand their holiday work schedule. Most training stations will want the students to work over the holidays.
3. Resolve any problems with both rotation and co-op students. Hopefully, there won't be any.
4. Finalize plans for the end of the semester, exams, new students, and a brand-new semester.
5. Turn in travel before you leave for the holidays.
6. Prepare lessons and activities needed for returning to school.
7. Relax and enjoy the holidays. Do you realize that you are halfway through the year? Didn't it go fast?

Notes:

JANUARY

1. Briefly review to get students back on track.
2. Sponsor a Health Education Day for businesspeople.
3. Keep up-to-date on lesson plans.
4. Work with your students to prepare for area contests, using guidelines that are in the HOSA Handbook.
5. Complete the necessary paperwork for the area contests, and be sure to mail it before the deadline.
6. Check with employers for co-op students to be able to participate in contests.
7. Encourage employers to assist in preparing students for contests.
8. Turn in travel by the end of the month.

Notes:

FEBRUARY

1. Finalize preparations for area contest.
2. Publicize the HOSA area winners in the school papers and your local newspapers. Use the P.A. system at your school frequently.
3. Complete the required paperwork for HOSA area student winners to attend the state conference. Make reservations—hotel, travel, and financial.
4. You might want to take all students on a field trip.
5. Check with employers and make sure everything is OK with co-op students.
6. Begin recruitment for student enrollment for the next year. This includes applications, interviews, selections, etc. (See the section on recruiting at the end of this handbook.)
7. Travel reports are due.

Notes:

MARCH

1. Continue lesson plans.
2. It's time to take a breather. Plan a fun activity.
3. Invite a speaker to talk to your senior students on how to write a résumé.
4. Arrange with one of the hospitals to have a career day for your students.
5. Check with your co-op and rotation students to keep them on the right track.
6. Continue interviewing students for next year and promoting your program.
7. Develop a wish list of supplies and equipment for next year.
8. Travel reports are due.
9. State conference is right around the corner. Make sure students are prepared for the competition.
10. Confirm travel and lodging facilities for the state contest.
11. Enjoy your spring break!

Notes:

APRIL

1. Spring break is over—so back to work.
2. Publicize student winners.
3. Review information on the national contest and make plans for state winners to attend. You don't want to miss this!
4. Consider inviting several different speakers to talk to your classes.
5. Challenge another HOSA club to a Bowl-a-thon.
6. Complete follow-up (Completer-Leaver form) on former students. This is done through the vocational department.
7. Local travel is due. Secure help in organizing travel expenses for contest.
8. Order supplies and equipment for the new year.

Notes:

MAY

1. Prepare for the end of the school year.
2. Check with employers and determine which co-op students will be keeping their jobs.
3. Start placement of new students in co-op jobs, if possible.
4. Complete student visitation records and file for documentation.
5. Have a health care professional talk to your students about what they can expect in the "real world."
6. Finish any paperwork necessary to finalize the year.
7. Be sure requisitions have been filed.
8. Do follow-up and placement with employers, and send thank-you notes to employers and hospital staff.
9. Check with the bookkeeper at your school about your club's money. Make sure you are clear.
10. Check with counselor about final changes in schedules.
11. Send acknowledgments of appreciation to counselors and principals.
12. Leave school with a clear mind, and know that you've done a wonderful job.
13. Make plans to take required certification courses.
14. Have a safe and wonderful summer. You've made it through your first year, and *you were great!*

Notes:

JUNE

Take a vacation!

See you at Summer Teacher Leadership Conference.

Notes:

III

Classroom Management

HSTE Information Sheet

High School Name _____

Student _____ Homeroom _____

Address _____ City _____ Zip Code _____

Social Security Number _____ Age _____ Sex _____ Grade ____

Height _____ Physical condition/chronic illnesses _____

Do you live at home? _____ If not, with whom? _____

Parents' names _____

Father's occupation _____ Company _____

Phone _____

Mother's occupation _____ Company _____

Phone _____

Absences last year _____ Reasons _____

Do you plan to continue formal education after graduation? _____

Do you have a car? _____ Access to a car? _____ Valid Texas driver's license? _____

Reason for applying for this program _____

_____

What is your occupational choice after graduation? _____

Hobbies _____

Organizations (in and out of school) _____

_____

Are you now working? _____ Where? _____ How long? _____

Duties at this job _____

_____

Work schedule _____

(Adapted from a form used at Sam Rayburn High School, Pasadena, Texas)

Find these people and have them sign their name on your paper.

Someone whose birthday is the same month as yours.

_____

Oldest person in this room.

_____

Youngest person in this room.

_____

Someone whose favorite color is orange.

_____

Someone who was born east of the Mississippi River.

_____

Someone who has something green on today.

_____

Someone who plays on any athletic team for this high school.

_____

Someone who is in the high school band.

_____

Someone who has a driver's license.

_____

Someone who eats brussel sprouts and likes them.

_____

Scavenger Hunt

Find a person in the group...

who has never been outside the state of Texas.

_____

whose first name starts with the same letter as mine.

_____

who was born outside our state.

_____

who is shorter than I am.

_____

whose hair is the same color as mine.

_____

whose eyes are the same color as mine.

_____

who has the same hobby as mine.

_____

who does not have a middle name.

_____

who wears glasses.

_____

who has shoelaces on.

_____

who has been to Disneyland.

_____

who lives in a two-story house.

_____

who has lived in the same house all of his/her life.

_____

My name is _____.

Getting to Know You

Fill in the following boxes with the names of people sitting at your table that best fit the description in each box. You may use a person's name more than once, but everyone's name at the table should be used at least once.

The person who is most likely to tell a good joke is: _____	The person who is likely to be the most fidgety is: _____	The person who seems the shyest is: _____
The person who is the most cautious is: _____	Write your name here. _____	The person who is most likely to talk with his or her hands is: _____
The person most likely to be spontaneous is: _____	The person who is the most organized is: _____	The person most likely to be fun at a party is: _____

HSTE Classroom Rules

1. Be in your seat and be quiet when the bell rings. At the end of the class, I will dismiss you.

2. HSTE assignments are the only work to be done in this class, unless I give permission to the contrary. If you are caught doing work from other classes, it will be taken up.

3. Do not sleep in class or rest your head on the tables.

4. Chewing gum and/or eating in class is unacceptable behavior.

5. Come to class prepared to work! Bring all materials to class.

6. No hair combing or makeup/nail polish application is to be done in class.

7. Do not carry on conversations among yourselves while a lecture, class discussion, or assignment is taking place. Share your ideas with the class. It's important that you hear everything said, and you cannot listen and talk at the same time.

8. When I am in my office having a private conversation during class time, I expect you to be quiet and considerate.

9. When a visitor is in the room (for whatever reason), please show him/her the same respect and courtesy that you expect for yourself.

10. When you are absent, you will be responsible for obtaining any assignments, notes, handouts, or exams that you missed. You will have one day to make up work for each day missed. If you are absent the day of the exam, you will be required to take a makeup exam after school.

11. All assignments are to be turned in on time. Fifteen points will be deducted each day an assignment is late for three days, then a 0 will be given. If you are having a difficult time, academic or personal, please let me know ahead of time so that other arrangements can be made.

12. Equipment and supplies are off-limits to students unless they are being used in class or you have my permission.

13. Reference books may be checked out of the room with my permission. Fill out the card in the front pocket with your name and homeroom section and give the card to me.

14. The telephone in my office is a business phone and is not for student phone calls.

15. Unexcused absences are just that—***unexcused!*** If you miss an assignment or test, and the absence is deemed unexcused by the office, you will not be allowed to make up the work, and you will receive a "0."

Please sign and keep this in your notebook so that you may refer to it.

_____

Student Signature

Please sign and return this portion to the teacher.

_____ _____

Date **Student Signature**

_____

Parent Signature

Sample
Health Care Science
Class Participation Rules

1. You will earn 15 points for attendance each day—a total of 75 points for the week.

2. Current events assignments will be due each Friday. This is an optional assignment and is worth up to 25 points. If you plan to do a current event, be sure to pick up a form from the work table. This form will be turned in on Fridays by the end of the period. You may choose an article from a newspaper or magazine. The article must pertain to health care in some way. Attach the article to the current event form. Class time is not guaranteed for you to work on your current event, so you may have to do it at home.

3. Be in your seat and quiet when the bell rings. At the end of class, I will dismiss you. Do not stand by the door or out in the hall waiting for the bell to ring.

4. BE ON TIME! If you are tardy, you will go to the tardy room, and I will subtract 5 points from your class participation grade for that day. The only exception is if you have an admit.

5. HCS assignments are the only work to be done in this class unless I give permission to the contrary. If you are caught doing work from other classes, it will be taken up, and you will not get it back.

6. Come prepared to WORK! Bring your own pencils, pens, papers, notebooks, and books to class every day.

7. No hair combing or makeup/nail polish application in class. Cosmetology is down the hall and to the right.

8. HCS class is not held in the bathroom. Go to the restroom between classes. Each student will be given three free trips to the restroom each semester. When you use up your free trips, each trip to the restroom will cost you 5 points from your class participation grade.

9. Serving as "office manager" will be worth 10 points for each day of "employment." You will only receive the points if you are present in class.

10. If you are ill and will not be at school or at least in this class, you will lose your 15 points for daily attendance. However, if you call my office and either talk to me or leave a message on the answering machine telling me that you will not be here, I will give you back 10 of your 15 points. I must hear from you by 9:30 A.M. If you were working, you would be expected to call and let your boss know that you are ill. Pretend that I'm your boss, and give me a call! (Telling me the line was busy, etc., is not an excuse for not calling. Keep trying!)

    If you are absent, it is up to you to find out what you missed and to get any handouts or assignments. Either ask your classmates or come to me. Any handouts will have your name on them and can be found in the Health Care Science basket when you return. If you are absent the day before a test, I will give you the option to take it with the class or later. Remember, you have two weeks to make up any missed assignments or tests. If you are absent on the day an assignment is due, I will expect you to turn it in immediately on your return to school. If you do not, it will be considered late and you will be penalized accordingly.

11. If you plan to join the state and national components of HOSA, your dues must be paid no later than the last Friday in October. Remember, if you plan to participate in the competitive events, you must be a state and national member.

12. Each student will be assigned the task of putting up a bulletin board. It will count as a *test grade,* but you will only have to do it once per year. The theme must be original and pertain to health or health care. Lettering and borders are available, but you will need to come up with your own designs, graphics, articles, etc. If you need an opaque projector to enlarge graphics or pictures, let me know, and I will get it for you. There are also some bulletin board design books if you would like to get some ideas from them.

    Background paper is in the teacher's workroom by the clinic. You do not have to use this paper; you may use fabric, newspaper, comics, etc., for your background.

    We will take two days to plan your bulletin board. You will draw a plan of your bulletin board and a written description of your plan and turn it in to me. You may change anything on your bulletin board, but you must file an amended plan with me. When I grade your bulletin board, I will check to see that it matches the plan I have on file. I will also be looking at neatness and quality of work.

    Your bulletin board must be up by 3:30 P.M. on Monday and down by 3:30 P.M. on Friday. Points will be deducted if you are late putting it up or taking it down. You will not be reminded that it is your turn. Keep watch on the schedule posted in the room.

13. To check out any book from the HSTE library, you must fill out the library card located in the pocket of the book and place the card in the wooden box on the front desk. When you return the book, take the card out of the box and replace it in the pocket at the back of the book. Be sure to return the book to the shelf where it belongs.

14. Officer meetings may be called throughout the year. Attendance is mandatory. If you miss three HOSA officer meetings, you will be removed from your office.

15. Club meetings will be held at least once a month. Parliamentary Procedure will be implemented to discuss club business. More meetings will be held as necessary. Officers will preside at the meetings.

16. You are required to keep a notebook for this class. You will need to keep up with it as you will receive a grade for it at the end of each six weeks. I will collect all notebooks at the end of the six weeks and evaluate them. Your notebook grade will count as one test grade. The notebook will be graded on neatness, content, and organization. When I hand back the notebooks, you will be given an evaluation sheet that will include your grade and any comments I may have.

17. The first student to point out a spelling or typographical error on any computer-generated handout composed by Mrs. Regier will receive an extra 5 points on his/her class participation grade on the day the error is found.

I understand that being selected to be a part of the Health Science Technology Education program is an honor to myself, my family, and my school. With this honor comes the responsibility to exercise self-discipline in my studies as well as in my behavior. I have read and understand the class participation rules and agree to abide by them. I will do my best to uphold these classroom requirements.

Student Signature Date

I have read the above class participation rules for Health Care Science.

Parent/Guardian Signature Date

Health Care Science 6 wks # 3	Attendance 15/day 10 w/call	Current Event 0-25	Tardy -5	Bathroom -5	O.M. Mgr. 10/day	Total

Spelling or typographical error = 5 extra points deducted for that day.

General Information

Notebooks

Each student will be required to keep a notebook. You will need to keep up with it as you will receive a grade for it at the end of each six weeks. I will collect all notebooks and evaluate them on neatness, content, and organization. I will *not* accept mimeographed notes from another student in your notebook. Notebooks are due at the beginning of class; 25 points will be deducted for the first day of lateness, and 10 points will be deducted for each day thereafter. This is your built-in curve, so have your notebook in on time!

Bulletin Board

Each student will be assigned the task of putting up a bulletin board. It will count as a TEST GRADE. The theme must be original and pertain to health or health care. Lettering and borders are available, but you will need to come up with your own designs, graphics, articles, etc. If you need an opaque projector to enlarge graphics or pictures, let me know, and I will get it for you. There are also some bulletin board design books if you would like to get some ideas from them.

Your bulletin board must be up by 3:15 on Monday and down by 3:15 on the following Friday. Points will be deducted if you are late putting it up or taking it down. You will not be reminded that it is your turn. Keep watch on the calendar posted in the room or in your notebook.

Current Events

This is a weekly grade. You are required to do an article a week. Turn in articles on Monday. If you are absent on Monday, turn in your article the first day you are back to school. The forms are located in the front of the room. You may choose an article from a newspaper or magazine. The article must pertain to health care in some way. Attach the article to the current event form. Class time is not guaranteed for you to work on your current event, so work on these at home.

Checking Out Books

To check out any book from the HSTE library, you must fill out the library card located in the pocket of the book and place the card in the blue box on the front desk. When you return the book, I will remove the card and allow you to replace the book with the card in the proper location.

Driver Permission Form

The Health Science Technology Education students will be attending a "Career Day" presented by _____ Hospital on _____. Since we cannot afford to pay for a school bus, it will be necessary for students to drive. Any student who drives must show proof of insurance to the HSTE instructor. Any student who cannot drive his or her own vehicle will be riding with a student driver.

The students will leave the high school at approximately _____ and return at approximately _____. Any student who plans to drive must present this signed form to the HSTE instructor.

I give my permission for my son/daughter to drive to "Career Day" at _____ Hospital on _____. I agree not to hold the HSTE instructor or the school district responsible for any accident that may occur during the trip.

_____ Parent Signature

_____ Date

I give my permission for other students to ride in the car which my son/daughter is driving for the purpose of attending "Career Day" at _____ Hospital. I agree not to hold the HSTE instructor or the school district responsible for any accident that may occur during the trip.

_____ Parent Signature

_____ Date

Driving Release Form

I, _____ understand that my son/daughter is participating in a Health Science Technology Education field trip. I also understand that students will be driving their own vehicles or carpooling with other students to reach these destinations.

I, _____, therefore, absolve the school district, the high school, the HSTE instructor, or any adult leader from any liability and from any claims against them, individually or collectively, for any injuries which might be received during a field trip, or in traveling.

Thank you for allowing your child the opportunity to participate in these activities. If you have any questions, you may reach me by phone at _____, ext. _____, or you may phone me at home at _____.

_____ _____

Health Science Technology Education Coordinator **Principal**

_____ _____

Parent Signature **Date**

Computer Gradebook Example

GRADESPEED by CAMPUSWARE

Class: Health Care Science — J. Frank Doble High School — Six Week Period: 3 — Semester: 1 — Quarter: — Date of this Report 1-25-1993 10:05 AM

Grading Period: 3

Teacher	Category	2	1	4	3	4	4	2	2	3	4	1	4	2	2	4	Category Averages				
Rogier	Assignment	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	1	2	3	4	Avg.
(Grades in parentheses dropped from average displayed.) (-- Denotes an excused assignment.)																					
	Veronica	56	94	75	98	75	75	81	--	100	60	99	75	26	74	75	97	59	99	73	77
	Guadalupe	63	100	70	98	70	75	69	--	100	55	97	75	100	98	75	99	83	99	70	87
	Paula	78	100	75	100	60	60	56	--	100	75	100	75	93	84	75	100	78	100	70	85
	Stephanie	85	100	75	100	75	45	--	--	--	30	--	--	--	--	--	100	85	100	56	85
	Clayton	100	96	75	100	75	60	98	--	100	75	100	75	100	100	75	98	100	100	73	94
	Catherine	29	100	30	94	75	75	31	--	100	75	86	75	81	70	100	93	53	97	72	73
	Angela	98	100	75	100	45	45	92	--	100	75	100	75	100	94	75	100	96	100	65	91
	Vanessa	49	100	95	98	70	75	31	--	100	75	21	75	48	68	85	61	49	99	79	67
	Ricke	80	100	75	93	75	75	85	--	100	75	99	75	100	78	75	100	86	97	75	89
	Courtney	85	98	75	100	75	75	76	--	100	75	100	75	31	74	60	99	67	100	73	81
	Raymond	73	93	75	95	75	75	31	--	78	75	95	75	90	50	75	94	61	87	75	76
	Vinh	51	100	150	100	90	95	38	95	100	75	94	100	100	50	100	97	67	100	102	86
	Nicole	34	100	45	100	110	65	52	80	100	75	100	75	78	64	75	100	62	100	74	79
	Julian	51	66	60	84	75	125	65	--	100	85	99	75	100	82	75	83	75	92	83	
	Janie	88	100	100	100	75	75	88	--	100	110	99	75	100	98	75	100	94	100	85	
	Kristi	61	100	75	98	60	60	42	--	100	75	95	125	93	64	60	98	65	99	76	80
	Fernando	54	96	75	93	75	75	69	--	100	75	97	75	52	74	125	97	62	97	83	80
	Jason	90	93	75	98	60	70	71	80	100	55	100	75	89	68	75	97	80	99	68	85
	Stephanie	85	100	60	100	75	60	73	--	100	75	100	30	85	90	75	100	83	100	63	86
	Kenneth	90	98	75	100	75	75	58	--	100	75	97	75	33	82	75	98	66	100	75	81
	Huyen	73	100	85	100	85	95	95	--	100	90	97	100	100	94	100	99	91	100	93	94
	Myhanh (Cell	90	100	100	100	100	100	90	--	100	75	97	100	100	94	85	99	94	100	93	96
	Danh	90	100	100	100	95	100	83	95	100	100	99	100	100	96	100	100	93	100	99	97
	Michelle	92	100	70	100	75	75	69	--	100	55	99	75	100	88	45	100	87	100	66	88
	Lisa	24	98	40	98	75	70	60	--	0	60	--	0	--	--	15	98	42	49	43	55
Class Averages :		71	97	76	98	76	75	67	88	95	73	94	76	83	80	77	96	75	97	75	83

ASSIGNMENTS

1 Planes,Direct Test	11-17	6 Class Participation	12-11	11 Legal/Ethical Wksht	01-08
2 Integumentary Wksht	11-19	7 Integumentary Test	12-15	12 Class Participation	01-08
3 Class Participation	11-20	8 Bulletin Board	01-15	13 Notebook	01-12
4 Integ Vocab Wksht	11-30	9 Legal/Ethical Vocab	01-04	14 Legal/Ethical Test	01-12
5 Class Participation	12-04	10 Class Participation	12-18	15 Class Participation	01-15

CATEGORIES

1 Daily Work	20%	3 Vocabulary	20%
2 Tests	40%	4 Class Participation	20%

BEST COPY AVAILABLE

Sample Grading Plans

Health Care Science Grades

Daily Work ---------- 25%

Tests/Exams ---------- 30%

Six-Weeks Exams ---------- 15%

Notebooks ---------- 10%

Quiz---------- 20%

Health Care Science Grades

Daily work---------- 20%

Tests ---------- 40%

Vocabulary ---------- 20%

Class Participation---------- 20%

Health Care Science
Current Event Sheet

Student's Name: _____

Today's Date: _____

Source of Article: _____

Date of Article: _____

Summarize the article in your own words. Do not regurgitate the same words the article uses back to me!

Points: _____

Attach article to back of this paper.

Bulletin Board Plan

All HSTE students are responsible for a bulletin board at least once during the school year. This board counts as a test grade for that six weeks. This plan is kept on file for reference when your board is graded. You will also receive a copy of this to keep for reference when putting up your board.

Bulletin boards must be put up by _____ and must be taken down by _____ in order for you to receive full credit for your bulletin board.

NAME: _____

BULLETIN BOARD THEME: _____

_____

_____

MATERIALS YOU WILL USE:

BACKGROUND: _____

BORDER: _____

BODY OF BOARD: _____

LETTERING: _____

On the back of this sheet or on another sheet of paper, please make a rough sketch of how your bulletin board will look.

Good Luck!

Bulletin Board Grade Sheets

Bulletin Board Grade

Student's Name: _____

Display set up on time (10): _____

Display taken down on time (10): _____

Bulletin board plan on file (10): _____

Amended plan on file or no changes (10): _____

Neatness (1–20): _____

Quality of work (1–20): _____

Relationship of display to theme (1–20): _____

Total points: _____

Bulletin Board Grade

NAMES: _____

_____

1. Organization _____
2. Creativity _____
3. Format _____
4. Instructional _____
5. Visual impact _____
6. Neat _____
7. Easy to read _____
8. Proportion _____
9. On time _____
10. Spelling _____

Total _____

Answer Sheet

Name _____ Period _____

Student Number _____ Date _____

Exam _____

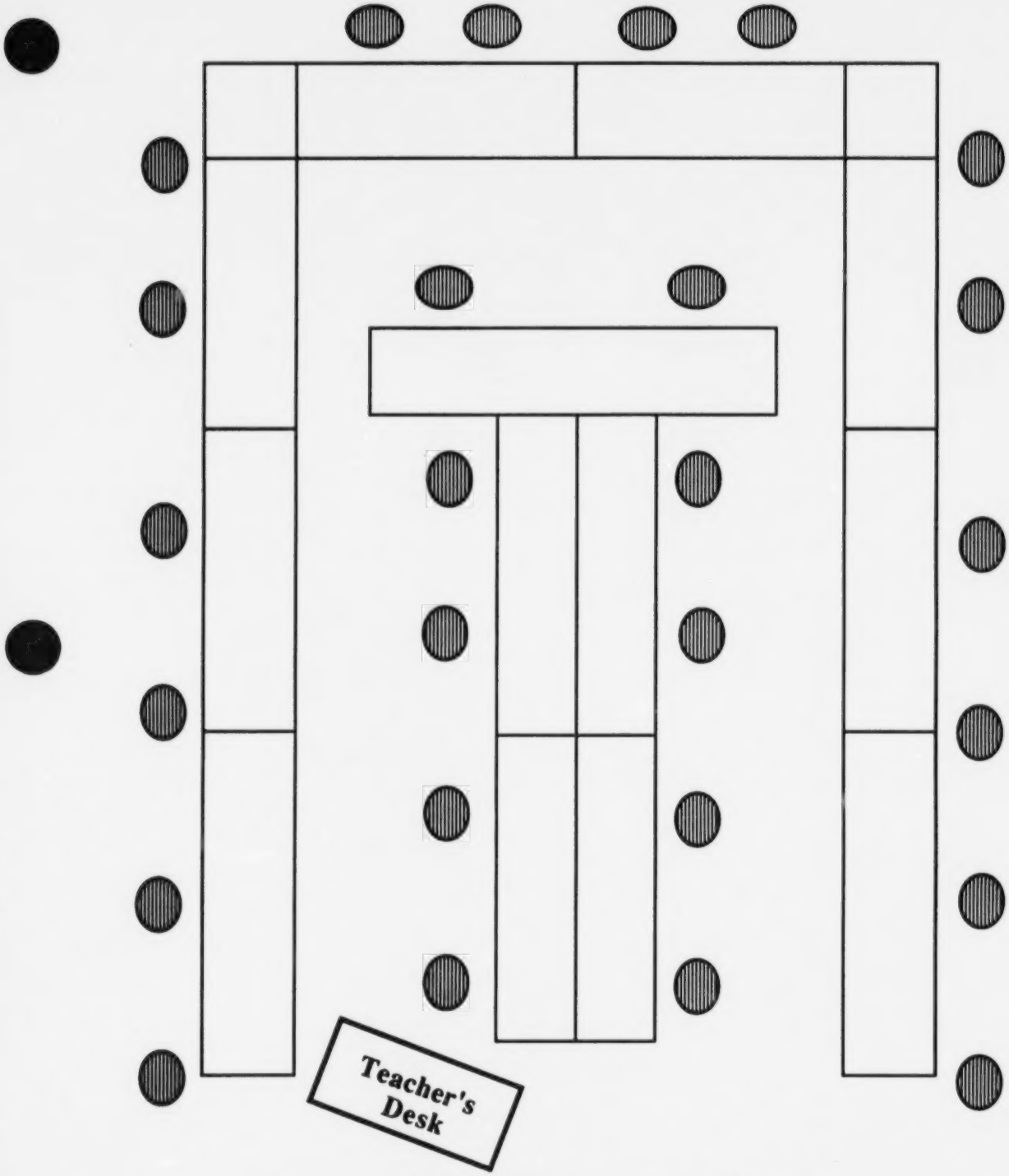
1. _____	26. _____	51. _____	76. _____
2. _____	27. _____	52. _____	77. _____
3. _____	28. _____	53. _____	78. _____
4. _____	29. _____	54. _____	79. _____
5. _____	30. _____	55. _____	80. _____
6. _____	31. _____	56. _____	81. _____
7. _____	32. _____	57. _____	82. _____
8. _____	33. _____	58. _____	83. _____
9. _____	34. _____	59. _____	84. _____
10. _____	35. _____	60. _____	85. _____
11. _____	36. _____	61. _____	86. _____
12. _____	37. _____	62. _____	87. _____
13. _____	38. _____	63. _____	88. _____
14. _____	39. _____	64. _____	89. _____
15. _____	40. _____	65. _____	90. _____
16. _____	41. _____	66. _____	91. _____
17. _____	42. _____	67. _____	92. _____
18. _____	43. _____	68. _____	93. _____
19. _____	44. _____	69. _____	94. _____
20. _____	45. _____	70. _____	95. _____
21. _____	46. _____	71. _____	96. _____
22. _____	47. _____	72. _____	97. _____
23. _____	48. _____	73. _____	98. _____
24. _____	49. _____	74. _____	99. _____
25. _____	50. _____	75. _____	100. _____

Name _____ Period _____

Student Number _____ Date _____

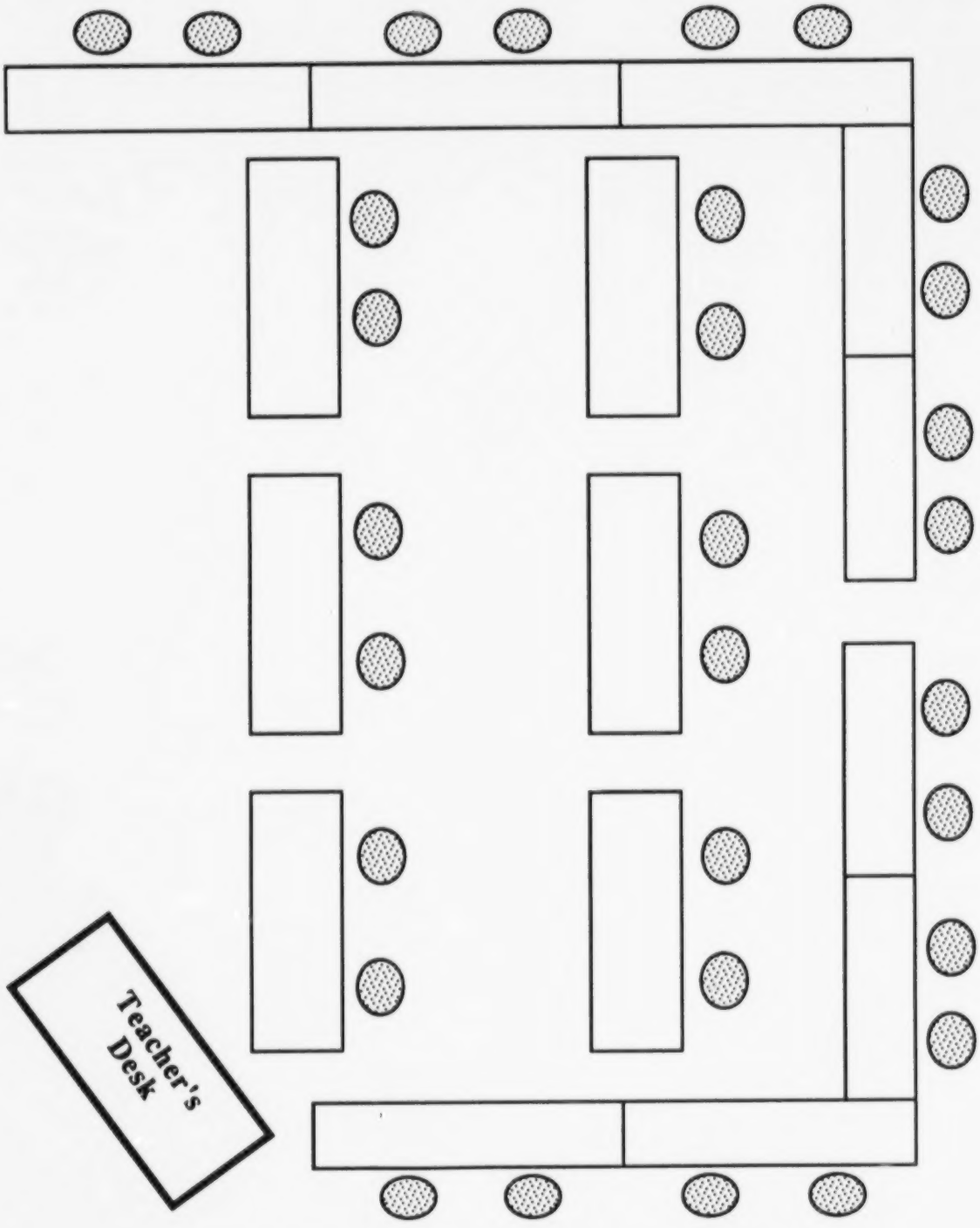
Exam _____

101. _____	126. _____	151. _____	176. _____
102. _____	127. _____	152. _____	177. _____
103. _____	128. _____	153. _____	178. _____
104. _____	129. _____	154. _____	179. _____
105. _____	130. _____	155. _____	180. _____
106. _____	131. _____	156. _____	181. _____
107. _____	132. _____	157. _____	182. _____
108. _____	133. _____	158. _____	183. _____
109. _____	134. _____	159. _____	184. _____
110. _____	135. _____	160. _____	185. _____
111. _____	136. _____	161. _____	186. _____
112. _____	137. _____	162. _____	187. _____
113. _____	138. _____	163. _____	188. _____
114. _____	139. _____	164. _____	189. _____
115. _____	140. _____	165. _____	190. _____
116. _____	141. _____	166. _____	191. _____
117. _____	142. _____	167. _____	192. _____
118. _____	143. _____	168. _____	193. _____
119. _____	144. _____	169. _____	194. _____
120. _____	145. _____	170. _____	195. _____
121. _____	146. _____	171. _____	196. _____
122. _____	147. _____	172. _____	197. _____
123. _____	148. _____	173. _____	198. _____
124. _____	149. _____	174. _____	199. _____
125. _____	150. _____	175. _____	200. _____



Suggested Arrangement for a Classroom

denotes student placement.



Suggested Arrangement for a Classroom

denotes student placement.

IV

Clinical Rotation

Sample Guidelines

TO: Health Science Technology Education Clinical Rotation Students

FROM: HSTE Coordinators

RE: Clinical Rotation

Please be aware of the following guidelines as they apply to the clinical rotation.

1. Prior to beginning clinical rotation, each clinical student will present evidence of an updated rubeola vaccine (since 1982) and current CPR certification.

2. In the workbook you will find a list of guidelines that states what the student will be allowed to do on that particular rotation. Make yourself familiar with these guidelines before going on that rotation.

3. Students will be allowed to observe procedures only with the consent of the physician and the patient.

4. Students will only be allowed to view patient charts if their clinical instructor accompanies them. Students should not read a patient chart alone.

5. The number of students per area has been reviewed. It is as follows:

Cardiopulmonary	2	Oncology	2
Laboratory	2	Pediatrics	2–3
Medical Imaging	2–3	OB/Gynecology	2–3
Pathology	2–3	Nursery	2
Physical Therapy	2–3	Rehabilitation	2–3
Pharmacy	2	Medical Nursing	2–3
Psych/OT	2	Surgical Nursing	2–3
Skilled Care	2–3	Emergency Room	2–3

   You are not to reschedule yourself to a different rotation without the consent of the check-in coordinator.

6. On the fourth Monday of each month, a guest speaker from one of the many health-related careers will make a presentation to all clinical rotation students. All students are to be in the reserved classroom at the hospital no later than 7:15 A.M. The presentations will last approximately one hour.

7. Be sure to follow contract guidelines for dress and conduct at the hospital.

Thank you in advance for your cooperation. Have a great year!

Skill Competencies for Clinical Rotation

For qualification for clinical rotation, students must complete tests on these skills with above-passing competency.

Handwashing Technique
Blood Pressure
Oral Temperature
Rectal Temperature
Axillary Temperature
Respirations
Peripheral Pulse
Apical Pulse
Charting Vital Signs/Graphing
Ace Bandage—Arm/Leg/Wrist
Wheelchair Use
Bedpan Use
Identifying Basic Equipment
Oxygen Equipment
Body Positions
Measuring Height and Weight
Measuring Intake and Output
Urine Testing, Clinitest and Acetest
Oral Hygiene
Gowning and Gloving
Feeding the Patient
Back Rub
CPR

Student Agreement for HSTE I Clinical Rotation

Student Name _____ **School Name** _____

This agreement is to be strictly observed at all times during your clinical rotation.

1. I will make it my responsibility to know, understand, and adhere to the guidelines and procedures of each clinical rotation. This will protect the patients, co-workers, and me.
2. I will make every effort to be courteous, efficient, and accurate in all the tasks to which I am assigned and in all contact with patients and workers.
3. I will not discuss any information about any patient, including disease diagnosis, prognosis, history, or treatment, with anyone not authorized to receive such information. I will maintain total confidentiality of all professional information.
4. I will notify the assigned unit supervisor and my Health Science Technology Education coordinator immediately if I am unavoidably tardy or absent. I understand that repeated absences will result in probation and ultimate dismissal from the program. The school policy on tardiness will apply.
5. I will follow the following dress code exactly:
   a. I will wear the lab coat or uniform required by the health care facility and school. This garment is to be clean, neatly pressed, and appropriately buttoned at all times.
   b. I will wear my name tag at all times.
   c. I will not wear blue jeans.
   d. I will wear low-heeled shoes with closed toes and hose (socks for males).
   e. I will wear a watch with a second hand or digital marker.
   f. I will not wear jewelry in the clinical area.
   g. My hair will be of collar length or shorter, or neatly pulled back and secured. I understand that extreme hairstyles are not acceptable.
   h. I will use cosmetics only in moderation.
   i. I will not eat, drink, chew gum, or use tobacco while I am in the clinical area.
   j. I will keep my nails clean, neatly trimmed, and wear only clear polish.
   k. If a clinical area requires specific apparel (scrub suits), I will comply with clinic policy.
   l. I will not visit other units, nor will I leave the unit to which I am assigned, unless authorized to do so.
   m. I will not discuss my private life while in the presence of patients.
   n. I will conform to any direction from the coordinator immediately and without question while in the clinical setting. Any questions will be discussed later and in private.
   o. Illnesses I have observed will not be discussed in the presence of patients.
   p. I will try to be cheerful and smile while I am in the presence of patients.
   q. I will report any accident that occurs in the clinical area and file the required incident report as directed by my supervisor.
   r. I will behave in a professional manner at all times while in the clinical area.
   s. I will respect and properly care for all equipment and supplies.
   t. I will not make personal telephone calls, nor answer the telephone in the clinical area unless directed to do so.
   u. I will make every effort to complete any assigned tasks for each rotation area.
   v. I will observe strict infection control measures.
   w. I will follow all facility safety rules.
   x. If I feel that I cannot meet the stipulations of this agreement, I will request a conference with my coordinator at once.

I understand that if I break this agreement, disciplinary measures will be taken, and termination of my participation in this program may result. If this occurs, I realize that I will lose credits.

_____ _____

Student signature Parent signature

_____

Coordinator signature

Williams, Catherine. *Clinical Rotation in Health Occupations I.* (Austin: EIMC, The University of Texas at Austin, 1988), 13–14.

Dear Parents:

Please sign in the appropriate places and return this to me as soon as possible.

_____ (Student's name) has my permission to participate in Health Science Technology Education Clinical Rotation as part of the curriculum at _____ High School. The student will have a wonderful opportunity to observe what a career in a medical field would entail. He/she will be at _____ Hospital. You are responsible for transportation to and from the hospital.

The cooperating institution provides unpaid clinical experience for students enrolled in Health Science Technology Education. Neither the cooperating institution nor the school district will provide worker's compensation, disability benefits, or health and accident insurance coverage for participating students.

I have read the foregoing instrument, and I consent to the participation of the named student in the clinical rotation program.

_____	_____
Health Science Technology Education Coordinator	**Principal**
_____	_____
Parent or Guardian	**Date**

Student's Weekly Clinical Rotation Report

Rotation Assignment _____ Date _____

Student Name _____ Supervisor _____

1. What were your responsibilities or duties this week?

2. What new information or skill did you learn?

3. What was the best thing that happened at the clinic this week?

4. What was the worst thing that happened at the clinic this week?

5. If #4 was a mistake, how was it corrected?

6. This week was GOOD FAIR BAD DISASTROUS
(Circle one)

   Why?

Clinical Investigation Report

Name of rotation _____

Dates _____

1. Name two medical or surgical conditions (patient diagnosis) that you were able to observe.

2. Explain a routine procedure that you observed.

3. What type of equipment did you see utilized? Why was this type of equipment used on this patient?

4. What did you like most/least about this rotation?

5. In relation to the other areas of the hospital, why is this unit (rotation) important?

6. What were the different job titles that you observed in this unit? Which interested you the most/least?

Mon. _____

Tues. _____

Wed. _____

Thurs. _____

Total hours this week _____

Makeup date_____

Total hours to date_____

Assignment Sheet

Subject: Current Events

Aim: To enable students to utilize current health information

Introductory Information:

The technology "boom" that we are experiencing in today's world has an unavoidable effect on our lives. Modern medicine becomes obsolete within a five-year period. Because new discoveries occur as a matter of routine, and because learning is not limited to the classroom, you as the learner should utilize resources outside of the classroom to enhance your education.

1. To complete this assignment, you will need to read an article pertaining to health or scientific breakthroughs.
2. You may use the daily newspaper or a monthly magazine, either professional or technical, but not classroom copies.

Procedure:

1. Select an article of appropriate content.
2. Provide source of article and date.
3. Write a summary of the article; be prepared to share it orally.
4. Be able to discuss the implications of the article in relation to
   - you the individual;
   - effects on your family;
   - effects on society; and
   - legal, medical, and ethical aspects.

Criteria:	Possible Points
Title of article, author, source, and length	10
Summary of article	40
Learning points	20
Use/application	15
Reactions and reasons chosen	15
Possible points	100

Current Event Abstract

Name:_____

Due date:_____

Name of publication:_____

Date of publication:_____

Title of article:_____

Author of article:_____

Your evaluation of article and why: _____

_____

Briefly summarize 3 facts that the author uses to support his/her conclusions:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Current events are due Friday of each week. Late work is not accepted!

Sample Grading Plans

Clinical Rotation Grades

Daily Work ---------- 20%

Tests/Exams ---------- 25%

Six-Weeks Exams ---------- 15%

Notebooks ---------- 10%

Clinical Rotation ---------- 30%

Clinical Rotation Grades

Daily Work ---------- 20%

Tests ---------- 20%

Hospital Attendance ---------- 20%

Class Participation ---------- 20%

Self-Study Units ---------- 20%

V

Co-op

Grading Policy

1. Job reports must be filled out completely and accurately. Use complete sentences when describing your daily work. You must describe at least **three** activities. If you feel your job is repetitive, then you may vary your reports by describing incidents that happen at work, patients you help, or other employees with whom you work. You may also notice whether the weather or local and national events make a difference in what happens at work.

   Grades for this activity will be based on neatness, creativity, completeness, and accuracy of information. These will be graded with a √+ = 95, √ = 85, √– = 75, or a 0 for failure to complete or turn in. These job reports comprise 1/6 of the six-weeks classwork grade.

   Job reports are to be turned in each Monday for the previous week's work. Reports are from Monday to Sunday, including holidays, except for the week that school is out during Christmas holidays, and the week of Spring Break.

   It is your responsibility to turn in your job reports without being reminded. **Late reports may or may not be graded,** depending on the teacher's time limits.

2. Professional growth is determined by the student exhibiting responsibility and good work habits. Every student is given a 100 to begin each six weeks, and deductions from that grade will be determined by the student. Negative grades will be given up to a –150.

Deductions from the Professional Growth Grade

For every day student is absent and calls in BEFORE 10:00 A.M.	0 pts.
For every day student is absent and calls in after 10:00 A.M.	–5 pts.
For every day student is absent and does not call in at all	–20 pts.
For every day student is absent but reports to work	–20 pts.
For every day student is tardy to class	–3 pts.
Student is fired from job (any reason)	–100 pts.
For every week student is out of a job	–20 pts.
Student situation report	–10 pts.

Should unusual situations or circumstances occur, points will be adjusted as necessary.

NOTE: Students should schedule their doctor, dentist, etc., appointments on their own time, not during school hours or regular work schedule.

3. Daily classwork will be graded. Some short assignments may be grouped together and receive one composite grade. Some daily assignments will be graded individually on a 0–100 scale, and other assignments will be graded with a √+ = 95, √ = 85, √– = 75.

Health Science Technology Education Evaluation Report

Today's Date: _____ Due: _____

Name of Student: _____

Name of Employer: _____

Indicate your opinion of your HSTE student's job progress by placing in the blank the number that most accurately describes the performance of each job factor.

5 — Excellent
4.5 — Very Good
4 — Good
3.5 — Average
3 — Fair
2 — Poor
1 — Unsatisfactory

Attitude	_____
Initiative	_____
Appearance	_____
Punctuality/Attendance	_____
Follows instructions	_____
Ability to work without constant supervision	_____
Ability to take constructive criticism	_____
Willingness to work with and for others	_____
Ability to concentrate on work	_____
Skill competency	_____

Your comments are appreciated.

_____
Evaluator's Signature

Please review this evaluation, and either mail it back to me or return it via the student. Thank you.

_____
Coordinator's Signature

Employer Job Evaluation

Student's Name _____ **Due Date** _____

Training Station _____ **6 Weeks** 1 2 3 4 5 6

Ask your employer to complete this chart by placing a check in the appropriate space.

	0 1	2 3	4 5	6 7	8 9
1. COOPERATION—ability to get along with others	Is antagonistic, pulls against rather than works with others	Is difficult to handle	Usually gets along with others	Cooperates willingly, gets along with others	Gets along well with others, is friendly and helpful
2. INITIATIVE—tendency to go ahead	Takes no initiative, has to be instructed repeatedly	Takes very little initiative, requires urging	Does routine work acceptably	Is fairly resourceful, does well by himself or herself	Is resourceful, looks for things to learn and do
3. COURTESY	Has been discourteous to the public and staff	Is not particularly courteous in action or speech	Usually is polite and is considerate of others	Is considerate and courteous	Is very courteous and very considerate of others
4. ATTITUDE TOWARD CONSTRUCTIVE CRITICISM	Doesn't profit by criticism, resents it	Doesn't pay much attention to criticism	Accepts criticism and tries to do better	Accepts criticism and improvement noted	Accepts criticism and improves greatly
5. KNOWLEDGE OF JOB	Has not tried to learn	Pays little attention to learning job	Has learned necessary routine but needs supervision	Understands work, needs little supervision	Knows job well and shows desire to learn more
6. ACCURACY OF WORK	Is extremely careless	Is frequently inaccurate and careless	Makes errors; shows average care, thoroughness, and neatness	Makes few errors; is careful, thorough, and neat	Very seldom makes errors, does work of very good quality
7. WORK ACCOMPLISHED	Is very slow; output is unsatisfactory	Is slower than average	Works with ordinary speed; work is generally satisfactory	Works rapidly; output is above average	Is fast and efficient; production is well above average
8. WORK HABITS	Habitually wastes time, has to be watched and prodded along	Frequently wastes time, needs close supervision	Wastes time occasionally, is usually reliable	Seldom wastes time, is reliable	Is industrious, concentrates very well
9. ADAPTABILITY	Can't adjust to changing situations	Is slow in grasping ideas, has difficulty adapting to new situations	Makes necessary adjustments after considerable instruction	Adjusts readily	Learns quickly, is adept at meeting changing conditions
10. PERSONAL APPEARANCE—Neatness and personal care	Is extremely careless	Often neglects appearance	Is passable in appearance, but should make effort to improve	Is very good in appearance; looks neat most of the time	Is excellent in appearance; looks very well all of the time
11. ATTENDANCE	Too frequently absent for continued employment	Not regular enough in attendance	Usually dependable	Dependable	Never absent, except for an unavoidable emergency
12. PUNCTUALITY	Too frequently tardy for continued employment	Very often tardy	Punctuality could be improved	Seldom tardy	Never tardy except for unavoidable emergency

Overall, I would rate this student's performance as: A+ A A– B+ B B– C+ C C– D F

Maturity Level (please check one) _____Below Average _____Average _____Above Average

SUPERVISOR'S SIGNATURE_____ **DATE** _____

Please make any other comments on the back.

63

BEST COPY AVAILABLE

Wage and Hour Report

Name: _____

Week of: _____

Training Station: _____

Weekly Totals

Day	# Hours	Wages/Hour	Daily Gross Earnings
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Total			

Total # Hours Worked This Week _____

Total # Hours Worked Before This Week + _____

Total # Hours Worked Year to Date = _____

****

Total Daily Gross Earnings This Week _____

Total Daily Gross Earnings Before This Week + _____

Total Gross Earnings Year to Date = _____

64

HSTE Weekly Report

To be completed by the end of each week and turned in to the coordinator at the end of class period on Friday.

STUDENT _____ WEEK OF _____

1. What were your responsibilities or duties on the job this week?
   a.
   b.
   c.

2. What new experience did you have on the job? Describe.

3. What did you learn in class that you applied on the job? (You should be doing individualized study pertaining to what you are doing on the job.)

4. What difficulty occurred, and what mistakes, if any, did you make on the job?

5. On what skill or question could you use help in performing your job better?

6. What interesting or challenging interaction did you have this week with a fellow worker, a client, or your training sponsor? Describe.

HOURS WORKED

Monday	_____
Tuesday	_____
Wednesday	_____
Thursday	_____
Friday	_____
Saturday	_____
Sunday	_____
Total/Week	_____
Total Hours to Date	_____

Salary Computation

Total Hours This Week	_____
Regular Hourly Rate	_____
Gross Earnings This Week	_____

Accumulated Salary

Gross Earnings to Date (including this week)	_____

65

TO: Health Science Technology Education Co-op Employers

FROM: _____, HSTE Coordinator

DATE: _____

SUBJECT: Student Extracurricular Activities

During the school year the co-op student is sometimes required to attend extracurricular activities that may conflict with their working hours. Because these functions are a part of the total curriculum, we would appreciate your cooperation in allowing the student to participate.

We appreciate your assistance in our training program and your cooperation in the extracurricular activities.

_____ YES He/she has permission to attend.

_____ NO He/she does not have permission to attend for the following reasons.

_____

EMPLOYER'S SIGNATURE

Sample Grading Plans

Co-op Grades

Daily Work ---------- 20%

Tests/Exams ---------- 25%

Six-Weeks Exams ---------- 15%

Notebooks ---------- 10%

Co-op Reports ---------- 30%

Co-op Grades

Daily Work ---------- 16%

Tests ---------- 17%

Employer Evaluation ---------- 34%

Class Participation ---------- 17%

Self-Study Units ---------- 16%

67

Note: Many HSTE instructors find it useful to have their students keep journals related to their classroom, co-op, and/or clinical rotation experiences. To help them get started, you may want to give your students a list of ideas like the following.

Journal Entries

1. Why am I in HSTE?
2. My job is . . .
3. What I want to be when I "grow up"
4. Write about your feelings of your first day on the job.
5. What is one great thing about your job?
6. What did you learn last week?
7. What is one mistake you've made on the job? How did you fix it?
8. Is there anyone you can't get along with at work? Who? Why? What can you do about it?
9. I felt good about doing/completing/beginning . . .
10. I was not pleased with . . .
11. I said "yes" when I could and should have said "no" when . . .
12. I said "no" when I could and should have said "yes" when . . .
13. I was wasting time or using it inappropriately when . . .
14. The high points of my week were . . .
15. The low points of my week were . . .
16. People think I am . . .
17. I was unable to do or did not complete these tasks on the job last week.
18. I spent too much time doing . . .
19. My attitude on the job is generally . . .
20. In the time I allowed for myself this week I . . .
21. It makes me mad when . . .
22. A blank wallet is a sign of . . .
23. Something you should know about me that no one else knows is . . .
24. If $100 were given to me, I would . . .
25. One thing I accomplished this month of which I am proud is . . .
26. Tell about something that you've done that someone else got credit for or got in trouble for. How did you feel about them getting the praise/punishment? Why didn't you defend yourself?
27. I wish . . .
28. I am embarrassed by . . .
29. Something new I have learned lately on the job is how to . . .
30. What is the responsibility around your job that you dislike the most, and why?
31. My biggest letdown was . . .
32. Tomorrow will be . . . (something besides the date)
33. The oddest thing about me is . . .
34. My biggest pet peeve about patients is . . .
35. This time four years ago . . .
36. This time four years from now . . .
37. Getting married is . . .
38. Having children is . . .
39. Having a successful career is . . .
40. One habit I have that distresses me is . . .
41. My boss is . . .
42. My co-workers are . . .
43. My job is . . .

44. My hours are . . .
45. An interesting thing that has happened lately at work . . .
46. If you wrote a book today, what would the title be?
47. Describe a happy family.
48. What is something you have learned on the job lately?
49. When was the last time you cried? Why?
50. What feelings do you have the most trouble expressing?
51. When do you get angry?
52. What TV or movie star would you like to invite to your birthday party?
53. What is your favorite part of your job?
54. What is your least favorite part of your job?
55. Who is your favorite person at work?
56. Who is your least favorite person at work?
57. If you could change something about your job, what would it be?
58. What is something that really bugs you?
59. If you could become invisible, where would you go and why?
60. If you could make a free long-distance call, whom would you call?
61. One thing I missed during my childhood was . . .
62. What is one of your hobbies?
63. In what ways do you act like a child?
64. Give an example of "heaven on earth."
65. Write about one of your bad habits.
66. When do you feel frustrated?
67. Valentine's Day to me is . . .
68. Share three things for which you are thankful.
69. What worries you?
70. What part of a big parade would you be?
71. How do you feel about growing old?
72. What is the most sentimental possession you have? What makes it so?
73. What do you want to be when you grow up?
74. Up to now, what is your favorite class of all time?
75. My childhood was . . .
76. The thing I regret most about my life up to now is . . .
77. To me, the perfect husband/wife would be . . .
78. My very first memory is . . .
79. The thing I like most about HSTE is . . .
80. The thing I dislike the most about HSTE is . . .
81. My least favorite time of year is . . .
82. The idea of eating with my employer is . . .
83. For spring break, I am going to . . .
84. My favorite magazine is . . .
85. The best book I have ever read is . . .
86. If I could have three wishes granted, I would wish for . . .
87. The quality I most admire in my parent(s) or guardian is . . .
88. The most endearing quality I possess is . . .
89. When I am 40 years old, I want to be . . .
90. The least endearing quality I possess is . . .

Christmastime Entries

1. My Christmas wish is . . .
2. At this time of year my job is . . .
3. I wonder why so many people . . .
4. My all-time favorite Christmas was . . .
5. When I was younger, Christmas was . . .
6. When I'm a parent, Christmas will be . . .
7. The best Christmas present I ever received was . . .
8. The worst Christmas present I ever received was . . .
9. The best Christmas present I ever gave was . . .
10. The worst Christmas present I ever gave was . . .
11. One day, I would like to spend Christmas in . . .
12. What do you like best about the Christmas season?
13. What do you like least about the Christmas season?
14. Where will you be on New Year's Eve?
15. Where do you want to be on New Year's Eve?
16. What do you wish for in the new year?
17. What is the one New Year's Resolution that you hope you can make and keep all year?
18. Will next year be better than this year? Why or why not?

Grade _____

Age _____

Sex: M _____ F _____ Time of day related class meets _____

Cooperative Training Plan

(This is not a contract)

Program _____ **School Campus** _____

This training plan is to (1) define clearly the conditions and schedule of training whereby student

_____ is to receive training as a (an)
(Name and Social Security No. of Student)

_____ and (2) serve as a guide to
(Occupational Objective) (Instructional Code)

the cooperating parties: of the _____ and the _____
(Company) (School District)

who are responsible for providing students with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order that a systematic plan which provides for well-rounded training can be followed, a schedule of work experiences and a course of study paralleling it have been worked out and agreed upon between the employer and representative of the school.

The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations applicable to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to enter the chosen occupation as a desirable employee at the termination of the training period.

In addition to providing practical instruction, the employer agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be $ _____ per _____ for _____ hours per school week.

2. A review of the wages paid the student will be made jointly by the employer and coordinator periodically in keeping with company policy for the purpose of determining a fair and equitable wage consistent with the student's increased ability and prevailing economic conditions.

The training period begins the _____ day of _____, 19 _____, and extends through _____, 19_____. There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupation, and if the training should be continued.

This plan has been reviewed and recommended by the Local Advisory Committee. It may be terminated for just cause by either party without recourse. Students will be accepted and assigned to jobs without regard to race, color, national origin, sex, or handicapping condition.

Signature Approvals:

_____ _____
(Student) **(Employer)**

_____ _____
(Parent or Guardian) **(Teacher-Coordinator)**

71

BEST COPY AVAILABLE

Student Visitation Record 1994–95

Teacher/Coordinator _____ **Campus** _____ **Program** _____

STUDENT	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY

V = Visitation T = Telephone Contact P = Parent Conference

VI

HOSA

General Information

HOSA Dues

If you plan to join the state and national components of HOSA, your dues must be paid no later than _____. Remember, if you plan to participate in the competitive events, you must be a state and national member. The dues for this year will be _____.

HOSA Officer Meetings

These meetings may be called throughout the year. Attendance is mandatory. If you miss three meetings, you will be removed from your office. It will be your job to plan and discuss future trips and fun times and fund-raising projects.

HOSA Club Meetings

Club meetings will tentatively be scheduled for _____. Please plan to attend so that you may have a voice in the activities the club has planned to do. Parliamentary procedure will be implemented to discuss club business. More meetings will be held as necessary. Officers will preside at meetings.

75

Health Occupations Students of America Club Sign-in Sheet

Date of Meeting: _____

Last Name, First Name	Homeroom Section

76

A Breakfast Installation:

"Breakfast of Champions"

Address the:

PRESIDENT: To the captain of this crew, I install you at this very special breakfast with a box of **Captain Crunch** cereal. Like Captain Crunch leads the children in their most important meal of the day, I leave you with this reminder: A daily dose of leadership will build captainlike qualities—patience and energy. Eat up, Captain, and promote a health-active club.

VICE-PRESIDENT: You, Vice-President, will be giving a lot of sugar and smacks away this year if you intend for these members to help you by serving on committees. I install you with a box of **Sugar Smacks**. Be cuddly and firm like this Sugar Bear, and you can't have any trouble finding members to help you.

SECRETARY: Of course, you Secretary, will need to improve on your **Alphabits**. There is a lot of letter writing and other correspondence that will need to be done in your club. The minutes must be taken accurately, and the reporter may come to you for proofreading: Have some Alphabits to help you in your office.

TREASURER: These new club chapters have never been financially secure for the first couple of years. They scrimp and save, and I suggest that you, Treasurer, pull a few **Trix** out of that head of yours to find ways to finance your club. You may also need these Trix to help you balance your books.

REPORTER: Your job, Reporter, takes a lot of charm and persuasiveness when trying to get your club news to make headlines in your Caledonian and Courier. You're lucky if you can report all activities these clubs have, much less get them in the news media. You need some **Lucky Charms** and leprechaun magic to make your appearance from different activities to the different news offices.

HISTORIAN: Get those pictures and articles in the scrapbook. Your job will provide a lot of **Kix** to club members now as they are making history, and of course there will be Kix in the years to come as new members thumb the pages of the 1992–93 yearbook.

PARLIAMENTARIAN: You know parliamentary procedure can become very technical. The parliamentarian will need to find a few loopholes in order to carry out correct parliamentary law. These members need all the help they can get. Have some **Fruit Loops** for those exasperating times.

SERGEANT-AT-ARMS: And for you, Sergeant-at-Arms, as the manager of this team, I give you some **Team Flakes** to keep your meeting in order for the benefit of your club and especially your Chapter Advisor.

77

HOSA Car Wash Sponsor Sheet

Sponsor	Address	Amount	Total

78

1992–93 National HOSA Theme: "HOSA: Climb the Ladder to Success, Challenge the Mind to Be Its Best"

EVENT CODE	EVENT NAME	TOPIC OR THEME
EHD	Extemporaneous Health Display	TBA—Topic will be derived from the 1992–93 National Theme
ES	Extemporaneous Speaking	TBA—Topic will be derived from the 1992–93 National Theme
PS	Prepared Speaking	What do you anticipate your biggest challenge will be as you try to achieve success in the medical, dental, nursing, or allied health field of your choice?
EW	Extemporaneous Writing	TBA—Topic will be derived from the 1992–93 National Theme
PST	Health Careers Poster Contest	Health Care Professionals: When you challenge the best, you achieve success.

Note: These are examples of the competitive events available to students through HOSA.

VII

Recruiting

Interview Form

Health Science Technology Education Program Applicants

Name _____ Date _____

1. Why are you interested in the Health Science Technology Education (HSTE) program?

2. Have you had biology, or are you willing to take it next year?

3. Are you willing to join HOSA and pay the dues?

4. What extracurricular activities are you involved in (such as band or sports)?

5. What are your hobbies or interests?

6. Do you know anyone currently in HSTE or a former HSTE student?

7. Have you had any experience working or doing volunteer work in the medical field?

8. What else are you planning to take next year?

9. What else can I tell you about HSTE and the expectations for next year?

Report Forms for Blood Pressure Screening

My
Blood Pressure
is

/

HOSA
#264

My
Blood Pressure
is

/

HOSA
#264

My
Blood Pressure
is

/

HOSA
#264

My
Blood Pressure
is

/

HOSA
#264

APPLY NOW!
SEE YOUR COUNSELOR OR
THE HSTE INSTRUCTOR
IN ROOM _____

FOR AN
APPLICATION!

HEALTH SCIENCE TECHNOLOGY EDUCATION

S-1

APPLY NOW!

SEE YOUR COUNSELOR
OR
THE HSTE INSTRUCTOR
IN ROOM _____

FOR AN APPLICATION!

87

95

HOSA
HEALTH OCCUPATIONS STUDENTS OF AMERICA

WHAT IS IT?

HOSA is the student organization of the HSTE classes. It is affiliated with an area, state, and national organization.

WHAT DO HOSA MEMBERS DO?

- learn leadership skills
- attend area leadership conference
- sponsor and coordinate the annual blood drive held each December
- compete in area, state, and national contest
- visit research and surgical sites
- tour medical centers
- attend a career day at a local hospital

HEALTH

SCIENCE

TECHNOLOGY

EDUCATION

86

HEALTH CARE SCIENCE LAB

is available to any student who:

- will be in 10th, 11th, or 12th grade next school year;
- has a "C" or better GPA; and
- has a genuine interest in a health care field.

HEALTH SCIENCE TECHNOLOGY EDUCATION CLINICAL ROTATION

is available to any student who:

- has successfully completed two semesters of Health Care Science Lab,
- has a good attendance and discipline record, and
- has an interest in exploring different areas of health care through observation and hands-on experience.

HSTE COOPERATIVE TRAINING

is available to any student who:

- has successfully completed two semesters of Health Care Science Lab and
- has a good attendance and discipline record.

Do YOU want to be a . . .

Dental assistant
Dental hygienist
Dentist
Optician
Optometrist
Veterinarian
Registered nurse
Licensed vocational nurse
Podiatrist
Obstetrician/gynecologist
Family practitioner
Chiropractor
Medical records technician
Laboratory technician
Cardiologist
Neurologist
Urologist
Radiologist
Dietician
Medical writer
Pathologist
Pharmacist
Paramedic
Ophthalmologist
Anesthesiologist
Physical/occupational therapist
Respiratory therapist
Surgical technician

. . . or any other health care professional?

If you answered YES, then HSTE is for YOU!!

CREDITS

- HCS Lab: 1 credit
- HSTE Clinical Rotation: 2 credits
- HSTE Co-op Training: 3 credits

LAB

Guides and prepares high school students for employment or further education in a health-related field.

COURSE CONTENT

- Functions of body systems
- Basic anatomy & physiology
- Medical terminology
- Basic health care skills

CLINICAL ROTATION

Opportunity for student to observe and participate in daily activities in various hospital departments

COURSE CONTENT

- Spend 4 hours per week rotating through different hospital departments. Students observe, and in some cases participate, in the hospital procedures.
- Spend class time investigating many different health care fields relating to the clinical rotations.
- Expanded study of information learned in HCS Lab.

COOPERATIVE TRAINING

Opportunity for students to gain hands-on experience in a single health care field

COURSE CONTENT

- Work 1/2 day in a health care setting.
- Spend class time investigating a chosen health care field.
- Do expanded study of information learned in HCS Lab.